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ABSTRACT

A system for evaluating the special services provided to disadvantaged and handicapped students enrolled in secondary-level vocational education programs in Vermont is presented. It was developed, pilot-tested and used to evaluate several local vocational special needs projects during the 1981-82 school year. The evaluation consists of three phases. The first phase is a self-evaluation conducted by local education agency (LEA) personnel and reported to the State. The second phase is an external evaluation, conducted by an evaluation specialist who spends 2 days at the respective LEA. The third phase is the development of a project improvement plan, based on the outcomes of the evaluation activities. (Author/PN)

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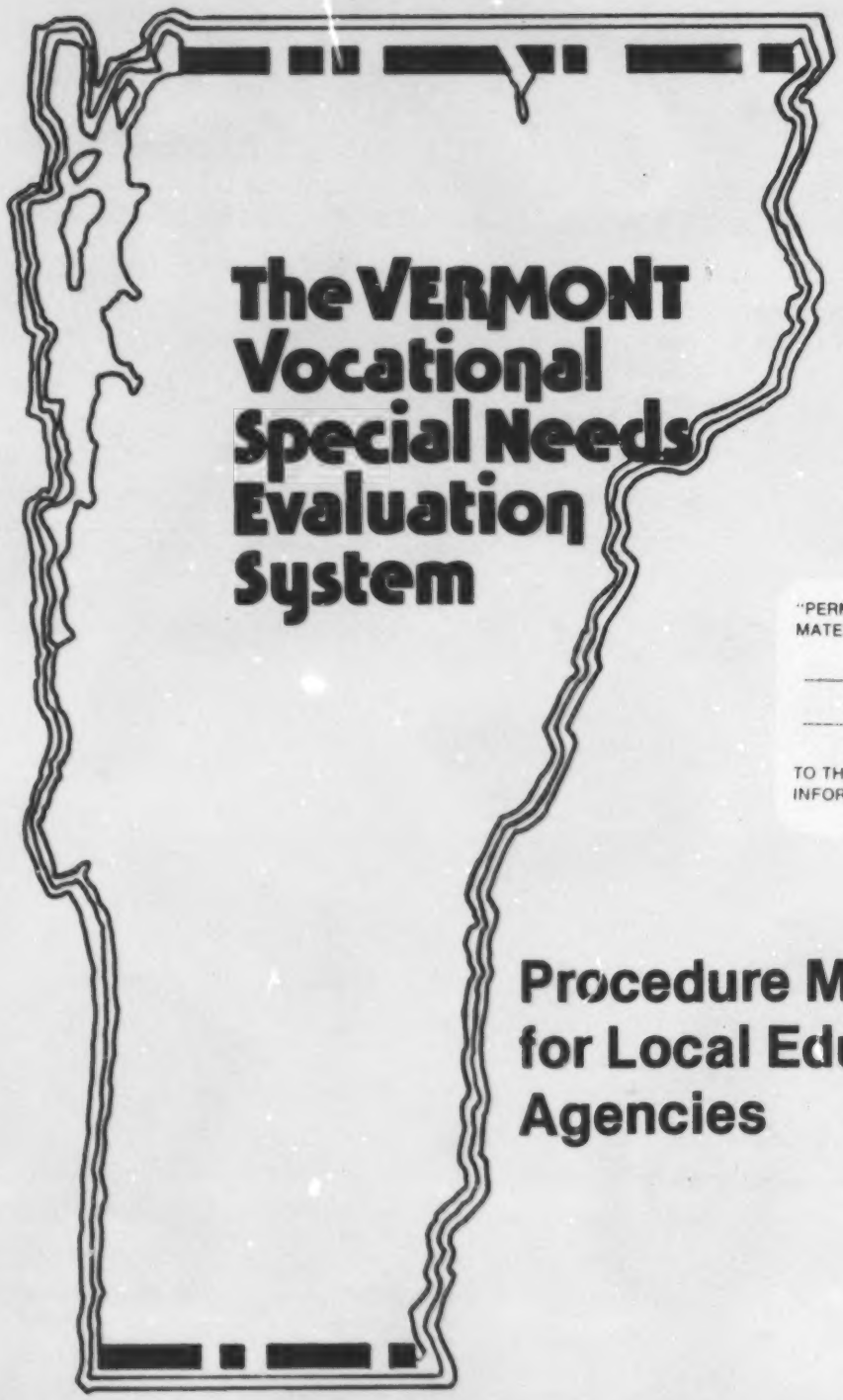

The VERMONT Vocational Special Needs Evaluation System

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Procedure Manual for Local Education Agencies

TM 820660

Special Needs Section
Division of Vocational Education
Department of Education
Montpelier, Vermont

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THE VERMONT VOCATIONAL SPECIAL NEEDS PROJECT EVALUATION SYSTEM

PROCEDURES MANUAL FOR LOCAL EDUCATION AGENCIES

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AND
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PREFACE

The evaluation system, procedures, and materials presented in this document represent an approach used by the Vermont Division of Vocational Education to evaluate federal and state funded vocational special needs projects operated in local education agencies throughout the state. While this particular approach is designed to produce information needed by the State Department of Education, it also emphasizes the importance of local involvement in the planning, administration and use of the evaluation for project improvement purposes. The collective input of a local evaluation steering committee in all phases of the evaluation and an in-depth project review session with an external evaluator are but two examples of the importance attached to local involvement in the evaluation effort.

The procedures manual for local education agency personnel was developed during the 1981-82 school year. Following an extensive survey of evaluation systems and practices in several states, the Vermont system was conceived and presented in draft copy form for local and state education agency review. This preliminary work was pilot-tested at one vocational center and subsequently revised for use in evaluating special needs projects at another four vocational centers. Constructive feedback collected during these evaluations was helpful in preparing the present version of the procedures manual.

Many individuals and agencies contributed to the development of this manual. The Director of the Vermont Division of Vocational Education, Arthur Ericson, was supportive in securing the resources necessary to conduct the project. His critique of the materials at mid-point in the project was especially helpful. The State Consultant for Vocational Special Needs, Robert Watson, provided important feedback throughout each stage of the project. Bob's active interest and involvement added a valuable dimension to the project effort. We also commend him for assuming a leadership role in the ongoing operation of the vocational special needs evaluation system.

Appreciation is extended to the personnel at the Rutland Area Vocational-Technical Center for their participation as a field-test site and for the valuable suggestions offered for improving the evaluation system. Special thanks is due to Lou Salebra, the vocational director; Denise Shannon, the vocational special needs instructor; and Les Johnson, the guidance coordinator at the Rutland Center. We also thank the many individuals from the four vocational centers who devoted much time and energy to the evaluation effort.

The authors are grateful for the support provided through the vocational education department at the University of Vermont. The clerical assistance provided by Janet Ferguson and Marsha Duprey was important to the successful operation of this project.

Technical assistance funds provided by the Leadership Training Institute in Vocational and Special Education at the University of Illinois were used for the initial printing and duplication of this document. These funds, and the interest expressed in our project by Drs. James Greenan and L. Allen Phelps, were much appreciated. We also thank Susan Hasazi, Director of the "Careers" Project at the University of Vermont, for her help in securing the Illinois funding.

Although the printed version of the evaluation system may symbolize a completed product, we view it as a healthy beginning. Revisions will undoubtedly need to be made as the evaluation system matures and the needs of local and state education agencies shift. This formative view of the evaluation system is particularly important as we continually seek to provide a vocational education delivery system that is responsive to the needs of disadvantaged and handciapped youth.

Leonard Albright, Project Director
James Frasier, Project Coordinator
August, 1982

INTRODUCTION
TO THE
EVALUATION SYSTEM

INTRODUCTION

Principally through support from federal vocational education legislation, the Vermont Division of Vocational-Technical Education has been able to assist local education agencies in establishing a wide variety of special services projects for disadvantaged and handicapped students. Without question, each special project has developed localized approaches for helping students with special needs succeed in vocational education programs.

The evaluation system presented in this manual is intended to be responsive to the unique features and operational qualities of individual projects at the local level, while also fulfilling the information needs of the State Division. Therefore, this system attempts to obtain maximum input and involvement from local education agency (LEA) personnel in all stages of the evaluation process.

The major purposes of the Vermont Division of Vocational-Technical Education's evaluation system for special needs projects are:

1) to assist LEA staff in program and service improvement efforts;

2) to obtain information needed by the Division to determine individual program effectiveness, as mandated by the 1976 Vocational Education Act Amendments (PL 94-482).

The Evaluation System

The evaluation framework presented in the remaining parts of this booklet consists of three, interrelated phases:

I. Self-Evaluation
II. External Evaluation
III. LEA's Program Improvement Plan

A brief overview of each phase is offered on the next page.

I. Self-Evaluation

The purpose of this phase is to ensure the full participation of the LEA in the development of information describing the operational qualities of its project. In the first segment of the self-evaluation, (Section A), a Local Evaluation Steering Committee prepares written descriptions of the project in response to a series of questions determined by the Division. The second segment of the self-evaluation, Sections B and C, essentially involves the Local Evaluation Steering Committee in collecting and analyzing information from the various groups associated with the project.

II. External Evaluation

The purposes of this phase are to; 1) verify the accuracy of the local project data reported to the Division, and 2) facilitate the development of project improvement efforts. This phase is accomplished by an external evaluator, who spends about 1½ days at the respective LEA. During the first day, the evaluator reviews local data and interviews individuals familiar with the project. On the second day, the evaluator conducts an indepth review of the project with the full membership of the Local Evaluation Steering Committee. This review session is intended to aid the LEA in identifying initial recommendations for project improvement (Phase III).

III. LEA Project Improvement Plan

The purpose of this third and final phase of the evaluation system is for the LEA to utilize information gained from the self-evaluation and external evaluation activities to chart a plan of improvement for the local special needs project. The writing of this plan is done at the local level and presented to the State Consultant for Special Needs for review and approval.

The Orientation Session

In order to get the evaluation off to a good start, the State Consultant for Vocational Special Needs conducts an orientation session with key representatives from the local education agency. Commitments from these representatives to serve as members of the Local Evaluation Steering Committee should be obtained prior to the orientation session with the State Consultant. The purpose, composition and major functions of this steering committee are highlighted on the next page.

At the orientation session, the State Consultant explains the purposes of the evaluation, describes the central phases of the system and presents the materials that need to be organized and submitted to the State Division of Vocational Education. A calendar of major evaluation activities, with corresponding timelines, is also determined during the orientation meeting. A copy of the calendar to be finalized at this session appears on page 6 of this introductory section.

GUIDELINES FOR THE

LOCAL EVALUATION STEERING COMMITTEE

PURPOSE: The purpose of the Local Evaluation Steering Committee is to act as a vehicle through which all matters concerning this evaluation effort can be channeled.

MEMBERSHIP: To provide for adequate representation, a minimum membership of the Local Evaluation Steering Committee must include, but need not be limited to, the following individuals:

..... Vocational Center Director
..... Special Needs Project Instructor
..... Vocational Faculty Member

Other members may be added as determined appropriate by the local education agency (e.g. representation from student, parent, guidance, and advisory committee groups).

FUNCTIONS: The functions of the Local Evaluation Steering Committee members include the following:

1. Attend an orientation meeting with the State Consultant for Vocational Special Needs.

2. Establish an evaluation calendar with the State Consultant.

3. Participate in the development, review and approval of information submitted to the State Consultant, as requested in PHASE I - Section A of the evaluation.

4. Determine the most effective procedure(s) to use in obtaining faculty, student and administrator responses to the written questionnaires (e.g. direct interview, mailed survey).

5. Establish who will be responsible for data analysis and reporting, as described in PHASE I - Section C.

6. Meet with the external evaluator for indepth discussion of the project (PHASE II).

7. Assist in the preparation of a local plan for project improvement (PHASE III).

EVALUATION CALENDAR

The dates for the evaluation activities described below are to be established by the Local Evaluation Steering Committee and the State Consultant at the initial orientation meeting.

DATE

_____ 1. First meeting of Local Evaluation Steering Committee to consider information for inclusion in Section A of the self-evaluation (PHASE I). This meeting should be held within 5 working days following the orientation session with the State Consultant.

_____ 2. Committee meeting to approve written version of Section A for submission to the State Consultant.

_____ 3. Send Section A to State Consultant. This is to be done by no later than 10 working days after the orientation meeting with the State Consultant.

_____ 4. Date by which State Consultant will send prepared questionnaires to Steering Committee. This is to be done within 7 working days after Section A has been received by the State Consultant.

_____ 5. Date Steering Committee will have collected required percentages of questionnaires as described in Section B of PHASE I. This is to be done within 10 working days after the prepared questionnaires have been received from the State Consultant.

_____ 6. Date by which analysis of questionnaire data (Section C - PHASE I) will have been completed by the Steering Committee. This is to be done by no later than 3 working days after the date agreed upon in #5 above.

_____ 7. Dates of External Evaluator two-day visit (PHASE II).

_____ 8. Projected return date of external evaluator's report by State Consultant to the LEA.

_____ 9. Target date for Steering Committee meeting to review external evaluator's report and prepare draft of Local Project Improvement Plan (PHASE III).

_____ 10. Target date for State Consultant's visit to LEA for review and discussion of Local Project Improvement Plan.

PHASE I: SELF-EVALUATION

Instruments and Procedures
for
Local Evaluation Steering Committee

SECTION A

PROJECT DESCRIPTION

PURPOSE	The purpose of Section A is to secure accurate information about your center's special needs project. This information will be used in developing questionnaires for vocational faculty, project staff and administrative personnel and reviewed by the external evaluator.
INSTRUCTIONS	After the Evaluation Report cover page and Section A have been completed and typed, please submit this material to: Special Needs Consultant Division of Vocational-Technical Education Vermont Department of Education State Office Building Montpelier, Vermont 05602
RECOMMENDATIONS	In preparing this section, the Steering Committee should make use of the following documents: the original funding proposals, subsequent funding request documents, and annual project reports. Since information provided in this section will be utilized to develop questionnaires and reviewed by the external evaluator, it is recommended that ALL members of the Steering Committee carefully examine this important information before submitting it to the State Consultant for Special Needs.

Date_____

SPECIAL NEEDS VOCATIONAL PROJECT

EVALUATION REPORT

for

Section A

_____
(Project Title)

_____
(School District)

_____
(Phone Number)

LOCAL EVALUATION STEERING COMMITTEE

MEMBERSHIP

Name	Position/Title
_____	Vocational Center Director
_____	Special Needs Project Instructor
_____	Vocational Faculty Member
_____	_____
_____	_____

*Please place an asterisk (*) next to the name of the individual who will serve as the contact person for this evaluation.

NARRATIVE DESCRIPTION OF PROJECT

On this page, please type a brief narrative description of your project, which includes its purpose(s) and special services provided to students. Please keep your description within 100 words.

PROJECT OPERATIONAL GOALS AND ENABLING OBJECTIVES

On this page, please type each major project goal with its enabling objectives.

STUDENT IDENTIFICATION AND REFERRAL

Describe in the space below, the criteria used to determine student eligibility for your project.

Describe in the space below, the procedures used to identify students in need of your project's services.

STUDENT SELECTION CRITERIA

Describe, in the space below, the criteria used to select students for participation in your project.

INDIVIDUALIZED PLANNING PROCEDURES

Describe, in the space below, the procedures used in planning for the individual needs of students enrolled in your project.

Identify, in the space below, the persons who are involved in planning for the individual needs of the students enrolled in your project.

MONITORING STUDENT/PROJECT ACHIEVEMENT

Please describe, in the space below, what provisions are made for monitoring the performance of students enrolled in your project. Also, describe who receives this information, when and how it is used.

Please describe, in the space below, the procedures used by the project's staff to periodically check on the performance of the project.

STUDENT TERMINATION/FOLLOW UP

Please describe, in the space below, the procedures used to determine when a student is no longer in need of receiving further services from your project.

Please describe, in the space below, the procedures used for the follow-up of students who are no longer receiving special services from your project, but who are presently enrolled in a vocational education program.

EXAMPLES OF PROJECT SUCCESS

On this page, provide at least 5 examples which strongly suggest that the project has enabled individual students to succeed in their regular vocational education programs. Please be brief and to the point in your descriptions.

UTILIZATION OF SCHOOL AND COMMUNITY RESOURCES

Please describe, in the space below, efforts made by your project to utilize resources and services available for special needs students within the school districts and communities that have students enrolled at the center (e.g. senior citizen volunteers, big brother/big sister programs, regional mental health services, peer tutors, advisory committee members who are handicapped/disadvantaged).

SPECIAL NEEDS STUDENT PARTICIPATION RATES FOR LAST YEAR

	Male	Female	Disadvantaged	Handicapped	Total
Total number of special needs students enrolled at the vocational center last school year.....	____	____	____	____	____
Number of special needs students enrolled at the vocational center last school year who were enrolled in this project.....	____	____	____	____	____
Total number of special needs students enrolled at the vocational center last school year who DROPPED OUT of the vocational center.....	____	____	____	____	____
Number of special needs students enrolled at the vocational center last school year who were enrolled in this project and who DROPPED OUT of the vocational center.....	____	____	____	____	____
Total number of special needs students enrolled at the vocational center last school year who DROPPED OUT OF SCHOOL COMPLETELY.....	____	____	____	____	____
Number of special needs students enrolled at the vocational center who were enrolled in the project and who DROPPED OUT OF SCHOOL COMPLETELY.....	____	____	____	____	____

COMMENTS CONCERNING THE ABOVE FIGURES BY THE LOCAL EVALUATION STEERING COMMITTEE:

SPECIAL NEEDS STUDENT PARTICIPATION RATES FOR CURRENT SCHOOL YEAR

	Male	Female	Handicapped	Disadvantaged	Total
Total number of special needs students enrolled at the vocational center this school year.	___	___	___	___	___
Number of students at the vocational center this school year who are enrolled in the project.....	___	___	___	___	___
Total number of special needs students enrolled at the vocational center this school year who have DROPPED OUT of the vocational center.....	___	___	___	___	___
Number of students at the vocational center this school year who were enrolled in this project but have DROPPED OUT of the vocational center....	___	___	___	___	___
Total number of special needs students enrolled at the vocational center this school year who have DROPPED OUT OF SCHOOL COMPLETELY.....	___	___	___	___	___
Number of students enrolled at the vocational center this school year who were enrolled in this project and who DROPPED OUT OF SCHOOL COMPLETELY.....	___	___	___	___	___
Number of vocational students receiving project services this year who also received project services last year..	___	___	___	___	___
Number of vocational students not receiving project services this year who did receive project services last year..	___	___	___	___	___

COMMENTS CONCERNING THE ABOVE FIGURES BY THE LOCAL EVALUATION STEERING COMMITTEE:

STUDENT ENROLLMENT IN SPECIAL NEEDS PROJECT

BY

VOCATIONAL PROGRAM AREA FOR CURRENT SCHOOL YEAR

Name of Vocational Program	Total Enrollment by Voc. Program		Project Enrollment by Voc. Program		No. of Project Students Served by Grade Level			
	Hand.	Disad.	Hand.	Disad.	9th	10th	11th	12th
TOTALS								

Total Number of D.O. students in this special needs project....._____

SECTION B

INTERNAL REVIEW INSTRUMENTS

PURPOSE

This section of the evaluation has been developed to help assess student, faculty, and administrator understandings of your project's operation.

INSTRUCTIONS

Information submitted by the Local Evaluation Steering Committee in Section A will be used to complete the "box" areas of the questionnaire format shown in this section. The typing and reproduction of the questionnaire format will be done by the State Division of Vocational Education and sent to the Local Steering Committee for distribution to the individuals to be surveyed. The typed questionnaires returned by the State Division are to be completed by vocational center faculty, project staff and administrators. A separate student questionnaire appears after the faculty, project staff and administrator questionnaire.

A sample covering letter to be attached with each questionnaire appears on the next page.

The groups and individuals that must be surveyed and the respective minimum return rates are listed below:

- At least an 80% return rate from all vocational faculty (that is, faculty who presently are using the project's services as well as those who are not).
- At least an 80% return rate from all students who have received project services during the school year.
- All special needs project staff.
- The Vocational Center Director.
- The Vocational Center Guidance Coordinator.

RECOMMENDATIONS

While each questionnaire format contains several questions or areas that must be addressed, the Local Evaluation Steering Committee is encouraged to add other questions that are also felt to be important in determining local program needs.

Also, in order to obtain a more comprehensive picture of the project, the LEA is encouraged to survey other groups affected by this program (e.g. sending school special educators, advisory committee members, parents).

SAMPLE MEMORANDUM FROM THE LOCAL EVALUATION
STEERING COMMITTEE TO INDIVIDUALS RECEIVING QUESTIONNAIRES [1]

TO: Personalize (e.g. vocational center faculty)

FROM: _____, Vocational Director
_____, Special Needs Staff Member
_____, Faculty Representative

SUBJECT: Special Needs Questionnaire

We are in the process of evaluating the ( ) Project. Since we feel that you are an important part of this project, your feedback on services and project effectiveness is very necessary to this evaluation.

Please complete the questionnaire and return it by (date) to the secretary in the vocational office.

Thank you for your assistance in this very important activity.

---

[1] Adapted from Wentling, T.L. Evaluating Occupational Education and Training Programs, Second Edition. Boston: Allyn and Bacon, Inc., 1980.

SPECIAL NEEDS PROJECT

EVALUATION QUESTIONNAIRE

Present Position:

_____Vocational Teacher _____Guidance

_____Special Needs Instructor _____Sending School Special Educator

_____Vocational Administrator _____Other (Please list position)

If you are a vocational teacher, please place a check next to the appropriate statement.

_____I presently have or have had students enrolled in this project.

_____I have not had students enrolled in this project.

In the box below is a brief narrative description of your center's project for special needs students. Please read this description and respond to each question below by circling the appropriate number.

1. Does the above description accurately reflect your understanding of this project?

1	2	3	4	5
Does not reflect my understanding		Uncertain		Very accurately reflects my understanding

2. Has this project been successful in helping special needs students succeed in their regular vocational program?

5	4	3	2	1
Very successful		Uncertain		Not successful

3. Is this project needed to help special needs students succeed in their regular vocational program?

1	2	3	4	5
Not really		Uncertain		Very definitely

Please explain your answer to question #3

In the box below is a description that explains the criteria used to select students for participation in your center's project for special needs students. Please read the description and respond to each question below by circling the appropriate number.

4. Does the above description accurately reflect your understanding of the criteria used to select students for participation in this project?

1	2	3	4	5
Does not reflect my understanding		Uncertain		Completely reflects my understanding

5. Are these selection criteria appropriate for enrolling those students <u>most in need</u> of this project's services?

1	2	3	4	5
Not appropriate		Uncertain		Very appropriate

6. Do students in this project meet the above stated selection criteria?

1	2	3	4	5
No		Uncertain		Very definitely

<u>PLEASE EXPLAIN MORE FULLY YOUR ANSWER TO #6</u>

In the box below is a description that explains the individual planning that takes place with students enrolled in your center's project for special needs students. Please read this description and respond to each question below by circling the appropriate number.

7. Does the above description reflect your understanding of the individual planning that takes place for students enrolled in this project?

5	4	3	2	1
Completely reflects my understanding		Uncertain		Does not reflect my understanding

8. Have these procedures been effective in planning individualized services for students enrolled in the project?

1	2	3	4	5
Not effective		Uncertain		Very effective

9. Have you ever been directly involved in the planning of special services for students enrolled in this project?

1	2	3	4	5
I have never been involved		I am occasionally involved		I am involved in planning regularly

WILL YOU PLEASE EXPLAIN YOUR ANSWER TO #9

In the box below is a description that explains the procedures used for monitoring the performance of students enrolled in your center's project for special needs students. Please read the description and respond to each question below by circling the appropriate number.

10. Does the above description reflect your understanding of how student performance is monitored in this project?

1	2	3	4	5
Does not reflect my understanding		Uncertain		Very accurately reflects my understanding

11. Do you think the above procedures are adequate for monitoring student progress?

1	2	3	4	5
Not adequate		Uncertain		Very adequate

12. When one of your students is enrolled in this project, how often are you involved in discussions with the staff concerning his/her progress?

5	4	3	2	1
I am involved regularly in the monitoring of progress		I am occasionally involved		I have never been involved

PLEASE EXPLAIN YOUR ANSWER TO #12

Listed below are the major goals of this project. Please review these goals and respond to each question below by circling the appropriate number.

13. Do the above statements accurately reflect your understanding of the project's goals?

1	2	3	4	5
Does not reflect my understanding of the project's goals		Uncertain		The list very accurately reflects my understanding of the project's goals

14. Has the project been able to implement:

	Has been implemented	I don't know	Has not been implemented
GOAL #1	3	2	1
GOAL #2	3	2	1
GOAL #3	3	2	1
GOAL #4	3	2	1

15. How well do you think the project is currently implementing:

	Not well	I don't know	Exceptionally well
GOAL #1	1	2	3
GOAL #2	1	2	3
GOAL #3	1	2	3
GOAL #4	1	2	3

16. Do you think students who receive services from this special project would be able to succeed in their regular vocational program without the existance of this project?

1	2	3
No, most would fail	I really don't know	Yes, most would pass without it

17. Do you regard this project as making a critical difference in the special needs student being able to pass his/her vocational program?

3	2	1
Yes	Uncertain	No

If YES: Would you please provide a specific example of how the project has made this difference?

18. Based on your knowledge and experience with this project, what suggestions would you offer for strengthening it?

STUDENT QUESTIONNAIRE

1. How did you find out about this (title of project)?

2. What kind of help do you get from this project?

3. How long have you been coming to this project for help?

4. How many days each school week do you come to this project?

5. How much time do you spend in this project each time you come?

6. How much has this project helped you in your vocational class?

1	2	3	4	5
I would make it without this help	A little	Some	A lot	I couldn't make it without this help

7. Who will decide when you don't need this project's help any more?

8. What do you work on in this project that helps you to do well in your vocational class?

9. What do you <u>like most</u> about this project?

10. What do you <u>not like</u> about this project?

11. Do you help plan what you will do in this project?

_____ Yes How? _____

_____ No, my vocational teacher does

_____ No, this project's teacher does

SECTION C

PROFILE OF FACULTY AND STAFF RESPONSES

PURPOSE	The purpose of this section is to organize the questionnaire results for use in discussions with the Local Evaluation Steering Committee and the external evaluator during the second day of the evaluator's visit.
INSTRUCTIONS	Copies of the tabulated results are to be made for each member of the Steering Committee and the external evaluator.
RECOMMENDATIONS	When calculating and recording the mean scores in Section C, it is suggested that the Steering Committee work in groups of two persons - one person reading the circled numbers as the other person records and calculates the mean score. It is further suggested that one person from the Local Evaluation Steering Committee assume the responsibility for recording faculty and staff comments to selected questions in Section C.

CUMULATIVE RATINGS OF FACULTY AND STAFF

Take each question listed below (and on the following pages) and calculate the mean score of each group questioned. Use the following method for calculating the mean score:

STEP #1 - Total all circled numbers of a group's responses for one question. Then, divide this total by the total number of a group's respondents.

EXAMPLE: $\frac{(54)\ \text{sum of all values circled for question \#1 by faculty}}{(12)\ \text{total number of faculty respondents}}$

or

$\frac{54}{12} = 4.5$ for the faculty mean score

STEP #2 - Take the calculated mean for each group and record the number to the nearest tenth under the appropriate group of respondents.

QUESTION	FACULTY	PROGRAM STAFF	ADMIN.	GUIDANCE
Project Description				
1. Does the above description accurately reflect your understanding of this project?.....	____	____	____	____
2. Has this project been successful in helping special needs students succeed in their regular vocational programs?.....	____	____	____	____
3. Is this project needed to help special needs students succeed in their regular vocational program?.....	____	____	____	____
Selection Criteria				
4. Does the above description accurately reflect your understanding of the criteria used to select students for participation in this project?.....	____	____	____	____

CUMULATIVE RATINGS OF FACULTY AND STAFF

QUESTION	FACULTY	PROGRAM STAFF	ADMIN.	GUIDANCE
5. Are these selection criteria appropriate for enrolling those students most in need of this project's services?....	_____	_____	_____	_____
6. Do students in this project meet the above stated selection criteria?.....	_____	_____	_____	_____
Individual Planning				
7. Does the above description reflect your understanding of the individual planning that takes place for students enrolled in this project?.....	_____	_____	_____	_____
8. Have the procedures been effective in planning individualized services for students enrolled in the project?.....	_____	_____	_____	_____
9. Have you ever been directly involved in the planning of special services for students enrolled in this project?..	_____	_____	_____	_____
Monitoring Procedures				
10. Does the above description reflect your understanding of how student performance is monitored in this project?...	_____	_____	_____	_____
11. Do you think the above procedures are adequate for monitoring student progress?.....	_____	_____	_____	_____
12. When one of your students is enrolled in this project, how often are you involved in discussions with the staff concerning the student's progress?.....	_____	_____	_____	_____
Project Goals				
13. Do the above statements accurately reflect your understanding of the project's goals?.....	_____	_____	_____	_____
14. Has the project been able to implement: Goal #1.....	_____	_____	_____	_____
Goal #2.....	_____	_____	_____	_____

CUMULATIVE RATINGS OF FACULTY AND STAFF

QUESTION		FACULTY	PROGRAM STAFF	ADMIN.	GUIDANCE
14. Continued - Has the project been able to implement:	Goal #3.....				
	Goal #4.....				
15. How well do you think the project is currently implementing?	Goal #1.....				
	Goal #2.....				
	Goal #3.....				
	Goal $4.....				
Other					
16. Do you think students who receive services from this special project would be able to succeed in their regular vocational program without the existance of this project?.....					
17. Do you regard this project as making a critical difference in the special needs student being able to pass his/her vocational program?					

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PROFILE OF FACULTY AND STAFF COMMENTS

On this page - and additional pages if necessary - please type all comments made by individuals within each group to question #3 of the questionnaire.

Question #3 - - Is this project needed to help special needs students succeed in their regular vocational program?

VOCATIONAL FACULTY COMMENTS	PROJECT STAFF COMMENTS	ADMINISTRATOR COMMENTS	GUIDANCE PERSONNEL COMMENTS

PROFILE OF FACULTY AND STAFF COMMENTS

On this page - and additional pages if necessary - please type ALL comments made by individuals within each group to question #6 of the questionnaire.

Question #6 - - Do students in this project meet the above stated selection criteria?

VOCATIONAL FACULTY COMMENTS	PROJECT STAFF COMMENTS	ADMINISTRATOR COMMENTS	GUIDANCE PERSONNEL COMMENTS

PROFILE OF FACULTY AND STAFF COMMENTS

On this page - and addition pages if necessary - please type ALL comments made by individuals within each group to question #9 of the questionnaire.

Question #9 - - Have you ever been directly involved in the planning of special services for students enrolled in this project?

VOCATIONAL FACULTY COMMENTS	PROJECT STAFF COMMENTS	ADMINISTRATOR COMMENTS	GUIDANCE PERSONNEL COMMENTS

PROFILE OF FACULTY AND STAFF RESPONSES

On this page - and additional pages if necessary - please type ALL comments of the vocational faculty to question #12 of the questionnaire.

Question #12 - - When one of your students is enrolled in this project, how often are you involved in discussions with the staff concerning his/her progress?

PROFILE OF FACULTY AND STAFF COMMENTS

On this page - and additional pages if necessary - please type ALL comments made by individuals within each group below to question #16 of the questionnaire.

Question #17 - - Would you give a specific example of how this project has made a critical difference in a special needs student being able to pass his/her vocational program?

VOCATIONAL FACULTY COMMENTS	PROJECT STAFF COMMENTS	ADMINISTRATOR COMMENTS	GUIDANCE PERSONNEL COMMENTS

PROFILE OF FACULTY AND STAFF COMMENTS

On this page - and additional pages if necessary - please type ALL comments made by individuals within each group below to question #18 of the questionnaire.

Question #18 - - Based on your knowledge and experience with this project, what suggestions can you offer for strengthening it?

VOCATIONAL FACULTY COMMENTS	PROJECT STAFF COMMENTS	ADMINISTRATOR COMMENTS	GUIDANCE PERSONNEL COMMENTS

PHASE II: EXTERNAL EVALUATION

Evaluator Activity Schedule and
Committee Member Responsibilities

EXTERNAL EVALUATION

Information in this section is to help the local steering committee prepare for the external evaluation. This phase of the special needs project evaluation consists of a 1½ day visitation by an evaluation specialist from outside the school district. The specialist is selected and trained by the State Division of Vocational Education.

During the 1½ day period, the evaluator analyzes the results from the self-evaluation questionnaires; interviews selected faculty members, administrators and students; and meets with the local evaluation steering committee to discuss her/his observations. Following the review and discussion session with the local steering committee, the evaluator prepares a project evaluation report for the State Division of Vocational Education. Upon acceptance by the State Consultant for Special Needs, the report is used by the State Consultant and the local LEA in negotiating a local plan for strengthening the special needs project.

Steering Committee Responsibilities

The three basic responsibilities of the local steering committee during the external evaluation are:

1. Helping the evaluator finalize his/her schedule of activities for the 1½ day review.
2. Being accessible during the 1½ day time period.
3. Participating in a review and discussion session during the second day of the evaluation.

Each responsibility is discussed on the following page.

1. *Finalize On-site Schedule*

   An outline of the evaluator's "on-site" schedule appears on the following page. As seen in this outline, the first activity is a meeting with the evaluator to complete the scheduling. At this time, the individuals to be interviewed by the evaluator and the timelines for each activity are to be determined. A completed copy of Sections A (Project Description) and C (Profile of Faculty and Staff Responses) is to be given to the evaluator and to each committee member at this initial meeting.

2. *Being Accessible*

   In addition to scheduled meetings with the evaluator during the 1½ day review, the Steering Committee members should also be available for individual consultations. Try to avoid scheduling any activities that could interfere with the evaluator's visitation.

3. *Participate in Review and Discussion Session*

   On the morning of the second day of the evaluation, the evaluator meets with the steering committee to share observations and discuss the project operation. Since this "wrap-up" meeting is when the committee and the evaluator get into the nitty-gritty of the project by discussing project strengths and weaknesses, it is critical that <u>each member of the steering committee attend this important session.</u> Each participant should prepare for this session by reviewing the information reported in Sections A and C. Worksheets for use by the committee members during the review and discussion session with the evaluator are located at the end of this section.

The active and full participation of all Local Evaluation Steering Committee members in the sessions with the external evaluator is essential for ensuring a meaningful and useful project evaluation. By making sure that the important aspects of the special needs project have been examined and that the recommendations for strengthening the project are accurate and realistic, the committee's contribution to improving the quality of vocational programs and services for special needs students at the center should be substantial.

SCHEDULE FOR EXTERNAL EVALUATOR'S VISIT

TIME	FIRST DAY'S ACTIVITIES
8:00 - 8:30 AM	Meeting with Local Evaluation Steering Committee members to agree upon schedule for the evaluation and make all necessary arrangements.
8:30 - 11:30 AM	External evaluator's verification of returned questionnaire percentages, checking of response recordings, initial review of local self-evaluation documents
	Lunch
	Meeting with LEA special needs project staff
	Interview one student not presently receiving project services, but has received such services in the past
	Interview one student currently using the project's services
	Meeting with a vocational faculty member who presently has a student enrolled in the project
	Meeting with a vocational faculty member who previously had a student receiving project services
	Meeting with the Center Director
	Dinner
	Evening work-up of project information for meeting with the Local Evaluation Steering Committee
	SECOND DAY'S ACTIVITIES
8:15 - 11:00 AM	Meeting with <u>all</u> members of the Local Evaluation Steering Committee
11:00 - 12:00 AM	Preparation of "exit report"
12:00 - 1:00 PM	Lunch with special needs project staff

RECORDING FORM
FOR
REVIEW SESSION WITH EXTERNAL EVALUATOR

In the wrap-up session with the external evaluator, project strengths and weaknesses will be discussed along with recommendations for improvement. The form that follows is for your convenience in recording key information discussed during this session.

Date: _____

SPECIAL NEEDS PROJECT EVALUATION

Review Session with External Evaluator

I. Areas of Project Strength

II. Project Areas in Need of Strengthening:

Recording Form Continued

III. Recommendations for Improving the Project:

PHASE III: SPECIAL NEEDS PROJECT IMPROVEMENT PLAN

Guidelines and Example Format

PROJECT IMPROVEMENT PLAN

Following the external evaluation and receipt of the evaluation report, the LEA is to prepare a plan of improvement for the special needs project. This plan is to be presented to the State Special Needs Consultant for review and approval.

The individuals responsible for preparing the local project improvement plan would most logically come from the membership of the Local Evaluation Steering Committee. However, since the project is a centerwide effort, other key individuals (e.g. sending school personnel, advisory members) could become involved in preparing the plan. This strategy would be particularly important if the improvement areas are directed toward these individuals/groups.

Two documents should be used in preparing the written local improvement plan: 1) the recording forms used in the review meeting with the external evaluator, and 2) the external evaluator's written report.

A sample format for preparing a local improvement plan appears on the following pages.

PLAN OF IMPROVEMENT

FOR

_____
(Project Title)

_____
(School District)

PREPARED

BY

(Name)	(Title) *

Date _____

*Person to contact for further information about this plan.

IMPROVEMENT AREAS	PROCEDURES FOR ACCOMPLISHING IMPROVEMENT	STARTING DATE	ANTICIPATED COMPLETION DATE	PERSONNEL RESPONSIBLE

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